**Helpful Resources**

* Previous sessions in educational advocacy series: <https://www.cvcasa.org/continuing-education>
* Indiana Resource Center for Autism (tons of pre-made social stories & visuals to use for teaching routines & social skills to kids, many targeted to situations unique to COVID!): <https://www.iidc.indiana.edu/irca/resources/index.html>
* Sample IEP goals around communication or behavioral needs: <https://adayinourshoes.com/wp-content/uploads/Printable-List-of-IEP-Goals-for-Social-Skills.pdf> and <https://adayinourshoes.com/social-skills-iep-goals/>
* Superflex Curriculum around social skills: <https://www.socialthinking.com/Products/superflex-superhero-social-thinking-curriculum>
* Trauma-Informed School Summit Transcript (pages 1-12 focus on role of Occupational Therapist) in helping address symptoms of trauma in the classroom: <https://creatingtraumasensitiveschools.org/wp-content/uploads/Ashley-Wagner-ATN-Interview-Transcript.pdf>
* Free online Kaban tools: <https://www.scrumexpert.com/tools/free-online-kanban-tools/> and <https://kanbantool.com/free-kanban-tool>
* Advocates in Education website (Stephanie Knapp’s website): <https://advocatesineducation.com/>
* Enhancing Your Strengths (Dr. Stephanie Girstenblath’s website): <https://www.enhancingyourstrengths.com/>

**Chat Transcript**

17:55:08 From Colin Guthrie to Everyone : so far so good here

17:57:28 From lisa boman to Everyone : Lisa Boman CASA

17:57:56 From Dianna Gordon to Everyone : Dianna Gordon, Goochland, Va. Retired from Goochland as Director of Elem. Education

17:58:01 From Kandel Berry to Everyone : Kandel Berry CASA Appomattox/Campbell Co

17:58:09 From Deborah Bowman to Everyone : Debbie Bowman CASA Board

17:58:57 From Jill Nirenstein to Everyone : Hello, This is Jill Nirenstein. I’m a parent of children with ASD and ADHD. We are in Myrtle Beach, SC.

18:00:02 From Stephanie Knapp to Everyone : Hello Jill - I too am the parent of children with disabilities. Thank you for coming!

18:00:34 From Colin Guthrie to Everyone : Washington state. Retired teacher specializing in traumA

18:01:11 From Dov Cer to Everyone : 11pm here in UK

18:01:14 From Jill Nirenstein to Everyone : I believe I found your session on Eventbrite. EF is an important component for their IEPs. There is not much consistency.

18:02:07 From Jill Nirenstein to Everyone : I volunteer with a nonprofit organization for families here.

18:02:50 From Kandel Berry to Everyone : Thank you for joining us Dov!!

18:03:32 From Jill Nirenstein to Everyone : I have been advocating for it for many years. It is a struggle for us. Teachers need training about the importance of it. It is the backbone for all areas of independent living.

18:08:04 From Jill Nirenstein to Everyone : I volunteered as a CASA here in SC a few yrs ago.

18:15:04 From Cristy Horsley to Everyone : YEEEEEEES to their need to withdraw sometimes to regulate! Putting up the hood, getting under tables, curling into a ball--I've seen all those!

18:16:40 From Cristy Horsley to Everyone : Love these visuals to use with kids!

18:17:53 From Cristy Horsley to Everyone : Great point--if your kiddo has struggles at school, make sure to request to come in & see them in the classroom! (I even got approval to come in briefly recently, during COVID!)

18:20:02 From Colin Guthrie to Everyone : the child needs to be empowered

18:21:54 From Cristy Horsley to Everyone : YES--we can TEACH & PRACTICE empathy! (This is something we very explicitly work on assessing, teaching, & practicing during our CASA training!)

18:25:28 From Colin Guthrie to Everyone : in some situations a kid may choose to work alone

18:26:33 From Brendamaris Crespo to Everyone : thank you for sending us the PDFS

18:26:50 From Ioana S to Everyone : What school evaluation shows pragmatic language results?

18:27:08 From Cristy Horsley to Everyone : Here are a couple links that give sample IEP goals around social skills/communication: <https://adayinourshoes.com/wp-content/uploads/Printable-List-of-IEP-Goals-for-Social-Skills.pdf>

18:27:25 From Cristy Horsley to Everyone : <https://adayinourshoes.com/social-skills-iep-goals/>

18:27:36 From Andrea Kaperick to Everyone : Thank you Cristy!

18:28:08 From Melissa Barnes to Everyone : A thorough speech/language evaluation should also evaluate pragmatic language--especially if there are social or functional language concerns

18:29:39 From Ioana S to Everyone : Thank you Cristy!

18:32:11 From Cristy Horsley to Everyone : @Melissa, to your comment--do you find that when the speech/language eval is done, you need to specifically \*ask/remind\* that pragmatic language also be addressed in the eval?

18:37:11 From Melissa Barnes to Everyone : It never hurts to specifically address any concerns that you want included within the evaluations; if the concerns are not address directly within the evaluation, they should be addresses in the review and reporting with that professional. The professional can always include additional information in an addendum to the report. The questioning can be addressed within the meeting minutes for documentation

18:42:52 From Ioana S to Everyone : You are awesome, a wealth of knowledge!!

18:44:36 From Colin Guthrie to Everyone : I prefer to use a communication aspect on this

18:45:01 From Melissa Barnes to Everyone : Cristy, you are exactly right--the schools should perform evaluations for a number of reasons...speech may include issues with swallowing/eating, pragmatic language. Not just 'speech' itself...

18:47:36 From Colin Guthrie to Everyone : I prefer to use a communication aspect in such evaluations

18:50:22 From Cristy Horsley to Everyone : @Melissa, great point! Could you elaborate on that a bit more? What might be some conditions that we might see correlated with feeding/swallowing issues at school? What might be some goals we work on at school around that?

18:51:44 From Cristy Horsley to Everyone : @Melissa, I also have heard that some school speech therapists may or may not have specific training around feeding/swallowing--have you found that to be true?

18:51:52 From Colin Guthrie to Everyone : communication involves a whole system how to communicate with each other. it involves speech, but also non verbal communication and how to interpret that information

18:53:07 From Cristy Horsley to Everyone : Good point, @Colin.

18:53:39 From Ioana S to Everyone : How can patents get the progress data? Neither the therapeutic school nor the district are willing to provide that. Is there any law that mentions that?

18:53:39 From Colin Guthrie to Everyone : a kid may not know how to communicate with another person. that is something that I have training in.

18:54:11 From Melissa Barnes to Everyone : I've worked with children who have had history of feeding and swallowing concerns for a variety of reasons (brain injury, physical disabilities). For these children swallowing and feeding affects their functioning across environments. May times

18:55:05 From Cristy Horsley to Everyone : Yes, this is one I hear quite a lot.

18:55:43 From Melissa Barnes to Everyone : Sorry..many times it can also become a safety issue concerning choking risks to be addressed at school. The parent has a right to request involvement from a professional who has that experience if the SLP assigned doesn't.

18:56:21 From Colin Guthrie to Everyone : right melissa

18:57:03 From Cristy Horsley to Everyone : @Ioana, when the IEP goals are made, there should also be within the IEP a box checked where it's determined how often progress should be reported on those goals. School personnel or other advocates in the chat may remember better than me, but at LEAST (I think this is a legal requirement), you should get progress reports no less often than other non-disabled children in the class/grade get reports.

18:58:45 From Brendamaris Crespo to Everyone : amazing point

18:59:02 From Cristy Horsley to Everyone : So cool!!!

18:59:05 From Melissa Barnes to Everyone : We need to encourage the schools to remember that many disabilities are hidden! Brain Injury many times may have no physical effects for children..the BI is not physically evident but shows cognitively, functionally, socially--in all these other areas!

18:59:13 From Ioana S to Cristy Horsley(Direct Message) : Thank you so much Cristy! I am getting four progress reports per year but I need the raw data to show me the baseline used to set up the IEP goals. The progress in school is so different than the progress at home in regards to academics .

19:00:26 From Brendamaris Crespo to Everyone : Melissa, that is another good point. As Stephanie pointed out, not all disabilities can physically be seen!

19:04:08 From Colin Guthrie to Everyone : sometimes adults have to "enter their world" with the child

19:04:24 From Colin Guthrie to Everyone : that is not always easy to do

19:04:44 From Jennifer Martin to Everyone : what was the curriculum that Stephanie mentioned?

19:05:24 From Cristy Horsley to Everyone : <https://www.socialthinking.com/Products/superflex-superhero-social-thinking-curriculum>

19:06:32 From Ioana S to Everyone : Super flex poster

<https://www.socialthinking.com/-/media/Images/Products/superflex-unthinkables-poster.ashx>

19:07:43 From Gloria Braxton to Everyone : Same feeling, Dianna!

19:07:58 From Colin Guthrie to Everyone : a child with a disability has a 95% chance of seeing trauma and needing casa support

19:09:23 From Colin Guthrie to Everyone : I also think that a casa advocate needs more training on IDEA and IEP process

19:09:33 From Kandel Berry to Everyone : Totally agree Diane, I almost feel ashamed I didn't advocate to make sure specific needs are addressed instead of a "generic"IEP

19:10:05 From Cristy Horsley to Everyone : I agree with you, @Colin, hence this training series!

19:10:40 From Cristy Horsley to Everyone : I also absolutely believe parents & guardians of our kids need more training in this area too--not just foster parents, who already are pretty savvy at advocating in this area, but parents & relatives who become guardians, too

19:10:45 From Colin Guthrie to Everyone : more than this. it takes many years to learn the process

19:11:02 From Melissa Barnes to Everyone : Diane, it always takes very open, honest conversations about the needs of the child AND the collaboration--the schools, family, and advocates need to realize that the needs of the child come first! It can be a very complex aand difficult relationship

19:12:01 From Colin Guthrie to Everyone : one thing that is often done is schools refuse to provide a FAPE service

19:12:22 From Amanda Callies to Everyone : when I have an an argument like this I say my student/son needs these notes because it says in the "Present levels of performance"......

19:12:44 From Cristy Horsley to Everyone : Some of our ADHD kids or kids with trauma or sensory issues are able to pay attention best when they are wiggling/moving!

19:13:44 From Amanda Callies to Everyone : when you refer to the present level of performance it is harder for the team to argue. if the child has trouble with hand writing then they will have trouble with taking notes. it is more like common sense

19:15:07 From Ioana S to Everyone : @Amanda how do you get the raw data to check on the Present Level of Performance?

19:15:22 From Melissa Barnes to Everyone : Yes, be sure to develop a thorough PLOP that reflects the student's strengths, needs, and overall level of functioning--as well as parental concerns. A good PLOP can really be the basis of the entire IEP!

19:17:49 From Amanda Callies to Everyone : the whole iep is driven by the PLOP present level of performance. keep referring to this. then you are speaking their, the schools language. it helps to get them focused on the IEP not tthe item you are asking for. sometimes the school may change what you are asking for but it may make sense....

19:19:16 From Cristy Horsley to Everyone : Questions are your friend during meetings! It can help open up conversations!

19:22:55 From Stephanie Knapp to Everyone : Cristy - I'll send a recording of my presentation without kids coming down and distracting me! I'm so sorry everyone!! I was flustered!

19:28:52 From Cristy Horsley to Everyone : Whew! Response inhibition is a tough one for our CASA kiddos!!

19:29:47 From Cristy Horsley to Everyone : Gosh, I'm thinking of so many of our parents in our CASA cases, too, & everything we give them to do, & challenges with executive function THEY may have too, as children of trauma themselves!

19:30:26 From Stephanie Knapp to Everyone : WM problems affect so many aspects of life

19:32:56 From Cristy Horsley to Everyone : Wow--I've heard foster parents talk about this--a child can't successfully complete a multi-step morning or bedtime routine without explicit, direct prompting of each step

19:33:57 From Stephanie Gerstenblith to Everyone : Yes! I actually work with students on this skills. It's helpful to make checklists they can follow (either written or with pictures for each step)

19:34:03 From Chloe Brooks to Everyone : Are these addressed by OT ?

19:34:33 From Stephanie Gerstenblith to Everyone : Some OTs do it, as do Executive Function Coaches (which is what I am)

19:34:56 From Cristy Horsley to Everyone : @Stephanie G., can you talk more about OTs would fit in to address these needs?

19:35:58 From Stephanie Knapp to Everyone : In school - it may not be an OT addressing exec func

19:36:15 From Cristy Horsley to Everyone : This is one that again, parents in our cases often struggle with too--the long-term planning & delayed fulfillment

19:36:48 From Chloe Brooks to Everyone : So it would be in a location different than the school with transportation provided by the school ?

19:37:21 From Melissa Barnes to Everyone : We find that speech therapy can sometimes address EF skills. Many times it take someone providing direct 'teaching' of these skills, as well as on-going review or support...

19:37:29 From Stephanie Knapp to Everyone : Remember the difference between clinical and school. In school it is the specialized delivery of instruction and can be delivered by the special educator and some strategies are supported by para's.

19:38:01 From Melissa Barnes to Everyone : The special education teacher many times can be providing these supports regardless of the educational setting

19:40:05 From Cristy Horsley to Everyone : @Melissa, could you elaborate a little more on how you've seen speech teachers address some of the EF skills?

19:40:22 From Cristy Horsley to Everyone : OT therapists can help with mindfulness work!

19:41:29 From Cristy Horsley to Everyone : (Pages 1-12 of this resource relate to OT's role in the school setting to address impacts of trauma): <https://creatingtraumasensitiveschools.org/wp-content/uploads/Ashley-Wagner-ATN-Interview-Transcript.pdf>

19:42:06 From Melissa Barnes to Everyone : The schools can use the spec ed teacher or the para to provide organizational supports...task lists or reminders taped to the desk or within a special folder...check to make sure the child has their assignments...create a special cue for on-task behavior

19:42:21 From Cristy Horsley to Everyone : @Stephanie, you might say it during this slide, but what's a Kanban board???

19:42:39 From Melissa Barnes to Everyone : There are many, many ways to address EF issues, especially with appropriate supports!

19:43:03 From Cristy Horsley to Everyone : Oooh, I like the idea of this! This could be SOOOOO helpful for our middle/high school students juggling tasks in Google Classroom!

19:43:50 From Cristy Horsley to Everyone : It also seems like as an intermediary step before scheduling these tasks, there might need to be a session where the child writes out subtasks for a project?

19:44:23 From Chloe Brooks to Everyone : How to get from organisational tools/tips to the kiddo being able to do by himself ?

19:44:32 From Melissa Barnes to Everyone : Graphic organizers are another wonderful support for organizing information! They can be beautiful and fun, especially for more 'creative' children!

19:46:55 From Cristy Horsley to Everyone : @Chloe, that's a great question--I think it would have to be explicitly taught!

19:47:00 From Melissa Barnes to Everyone : Begin with the end in mind...sometimes a task analysis or backwards task analysis--provide support for the last task and then move backwards.... Also repeatedly taking children through the steps in a task, they should eventually become more rote learning

19:47:52 From Stephanie Knapp to Everyone : Yes @Chloe - being taught a cognitive strategy such as GOAL, PLAN, DO, CHECK

19:48:12 From Cristy Horsley to Everyone : And/or the child/youth might have a choice of multiple of their favorite organizational tools or graphic organizers that consistently work well for them, & part of goal they're working towards is reaching for the one that works best for them, or most appropriate for a task, etc.--lifelong skill to manage the tools they will need throughout life to stay organized!

19:48:34 From Cristy Horsley to Everyone : <https://www.scrumexpert.com/tools/free-online-kanban-tools/>

19:48:49 From Melissa Barnes to Everyone : Children should be taught many of these executive functioning skills--too many times this is overlooked within the school setting. Schools seem to assume that everyone has these capacities built in and NOT many of our kiddos do!

19:49:03 From Stephanie Knapp to Everyone : this is very important!! A student in middle school should be able to complete this.

19:49:50 From Cristy Horsley to Everyone : I have to say, because academic work was generally easy for me, I never developed strong EF skills--planning, being consistent in executing homework, breaking down long projects, hitting deadlines, etc. I really wished I had been taught/forced to practice these things much more explicitly!

19:50:37 From Stephanie Knapp to Everyone : yes, following planned, multi-step directions and routines is very important to everyday function - very difficult for kids with ADHD

19:51:10 From Cristy Horsley to Everyone : In upper elementary & middle school, the gen ed teacher should be assisting with more generally teaching & helping students practice these skills, & holding them accountable for executing them well

19:51:56 From Jill Nirenstein to Everyone : What brand is that watch?

19:52:05 From Stephanie Gerstenblith to Everyone : Sorry the last slide got cut off, but I didn't mention anything other than the student being able to see her reminder each time she looked at her phone.

19:52:40 From Cristy Horsley to Everyone : watchminder.com

19:52:42 From Julie Esnard to Everyone : yes, Cristy, I was in the same position. Thankfully my career in Regulatory Compliance prior to my now moving forward in the educational spectrum taught me these skills.

19:53:14 From Jill Nirenstein to Everyone : Thank you!

19:53:25 From Cristy Horsley to Everyone : Yes, @Julie, I've only really learned & (I flatter myself) mastered these skills in the last few years!

19:54:04 From Cristy Horsley to Everyone : I love this!!!

19:54:41 From Melissa Barnes to Everyone : Great checklist for student organization! And we always love color coding and creative organizational strategies!!! It can make organization a lot more fun!

19:56:14 From Cristy Horsley to Everyone : Guys, I know we are 5 minutes from our cut-off time, but we have about 10 sides left--sorry, we started the EF portion a bit late! You are welcome to sign off when you need to, or hang till the end, so we can create the recording. Either way, you will get a link to the full video!

19:56:58 From Cristy Horsley to Everyone : I would totally utilize that refrigerator box, man. #IntrovertLife

19:58:27 From Colin Guthrie to Everyone : some kids don't realize what their triggers are

19:59:52 From Stephanie Gerstenblith to Everyone : True, but helping them identify how they're feeling when they're triggered (unexpectedly) and how to regulate their behaviors is helpful.

20:00:20 From Mai to Everyone : my child is aware of what may trigger him but he does not have the vocabulary to tell us the specifics. He is very detail oriented person, so it's very difficult for me to see what he sees.

20:01:05 From Stephanie Gerstenblith to Everyone : Even if he can point to one of the pictures in the Zones poster, it'll be helpful to you.

20:02:50 From Andrea Kaperick to Everyone : Excellent session!!!

20:02:53 From Stephanie Knapp to Everyone : @I'd prefer you wait to post my presentation. I will record it this evening. I'm sorry - my 18 year old with ASD and ID was standing behind me making noises \_I'm very sorry.

20:03:12 From Jill Nirenstein to Everyone : Thank you! Great information!

20:03:24 From Brendamaris Crespo to Everyone : thank you both!

20:03:24 From Mai to Everyone : Thank you very much!

20:03:53 From Kandel Berry to Everyone : A huge thank you to both presenters!! Very useful information!

20:04:15 From Amanda Callies to Everyone : this was an amazing session

20:04:22 From Amanda Callies to Everyone : thanks so much

20:04:36 From Cristy Horsley to Everyone : <https://docs.google.com/forms/d/e/1FAIpQLSeu54eBdPlPPX96yQd83HdE7HaWTmA-gxX9vOHzPyocKm_ApA/viewform?usp=sf_link>

20:04:48 From Julie Esnard to Everyone : I gained so much from both presentations. I truly appreciate everyone's input

20:05:35 From Brendamaris Crespo to Everyone : thank you Cristy!

20:05:55 From Cristy Horsley to Everyone : <https://www.cvcasa.org/continuing-education>

20:06:18 From G Aguilera to Everyone : Excellent information! Thank you so much!

20:06:54 From Ioana S to Everyone : Thank you so much Cristy!!!

20:08:56 From Brendamaris Crespo to Everyone : Looking forward to hearing from you again!

20:09:14 From Brendamaris Crespo to Everyone : please provide us with the email again

20:09:15 From Melissa Barnes to Everyone : I'm still here, Cristy! It's many, many years of educational advocacy and training as a special education teacher. Thanks, Cristy!